

# The PREVENTION CONNECTION NEWSLETTER

## Public Leadership

By Bob Jahner

***To the young person starting a career: I invite you to consider that you are building a bank of experiences and reflections that may be preparing you to sometime, in your life's work, act in crucial times as a public leader.***

**W**e live in a nation with a rich tradition of public leadership, and yet we struggle with the stresses of being private individuals who are committed to community. Our leadership tradition has been enhanced by volunteerism and has found expression in such programs as the Peace Corp, VISTA and AmeriCorp. In this spirit, I would like to share the contributions of three international public leaders who together illustrate the development of private individuals into public leaders. The life works of Archbishop Desmond Tutu, Rigoberto Menchu Tum, and Mayor Rudolph Giuliani illustrate three crucial developmental movements that public leaders characteristically share. While these movements occur concurrently as a maturation process, I have presented them here, for purposes of illustration, as a sequence.

*"In our African Language we say 'a person is a person through other persons.' I would not know how to be a human at all except I learned this from other human beings."* – Archbishop Desmond Tutu

The initial movement of a developing leader seems to be a capacity for introspection, or a capacity to deeply consider and analyze private experience occurring within the context of community. As a very young boy, Desmond TuTu was walking down a

South African street with his mother when a white priest by the name of Father Trevor Huddleston greeted them by removing his hat and saying, "Good Morning, Mrs. Tutu." To this day, the Archbishop recalls this simple, kind gesture as a personally transforming experience. Out of this memory he internalized—through the introspective process—a vision of equality for the races. This young boy converted a public gesture of greeting into a private personal value. This value later resurfaced to find public expression in the mature Archbishop Desmond TuTu's work in reconciling the races of his beloved homeland.

*"What gives people the strength to carry on are mutual interests and the possibilities for the future."* – Rigoberto Menchu Tum

The second movement or characteristic of the public leader appears to be the capacity to move from private experience to the public expression of a compelling vision. By public expression, I mean finding a language that resonates in a deep and compelling way within the community. Rigoberto Menchu Tum began her life as a young girl working as a domestic servant in her homeland of Guatemala. She lived through the torture and death of immediate family members and friends. Despite these horrific private experiences that rose from political repression, she transformed the energy of these events into a campaign for human rights and ethnic

reconciliation. *I, Rigoberta Menchú, An Indian Woman in Guatemala* was published in 1983. Through her writings and speeches, she has inspired indigenous people across Central America and the world to work toward positive, inclusive and constructive communities. Like Archbishop Desmond Tutu, this woman, who began as a domestic servant, went on to receive the Nobel Peace Prize.

*"Reflect then decide . . ."* – Mayor Rudolph W. Giuliani

The third movement is simple: when the time comes, the public leader acts decisively. Public leaders are not so much created through crisis as they are revealed. The crisis of 9/11 made demands on the Mayor of New York that required action and decision. Had Mayor Giuliani not developed his capacity for introspection, reflection, and expression prior to that day, the crisis may well have crushed him and his city. The process of reflection or introspection and the practice of communicating a compelling vision can be seen as a way of "banking leadership assets." Even though the Mayor was not terribly popular prior to 9/11, his gift of expressing the voice of the city with its diverse population created a positive and constructive focus in a time of confusion and despair. Ultimately, his ability to decisively marshal the resources of the city's public sector transformed devastating loss into a timely affirmation of the city's resilience and courage.

*Robert Jahner is currently the Chief of Field Services for the DPHHS Vocational Rehabilitation Program. He speaks in a variety of settings and states on leadership.*

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## Montana Heroes

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### **The Prevention Connection**

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# The Vicki Column

When gearing up for this issue of the *Prevention Connection*, the idea was to spotlight some of the thousands of Montanans who are making prevention a reality in our state. We cast a broad net, asking for articles recommending *your* prevention heroes. If everyone who heard the call had taken the time to recommend one “hero,” we might have had a number that more accurately represented all of the people who are working hard to make a difference in Montana.

Prevention workers are swamped and resources are scarce. Alarm bells are ringing without pause and danger signs are everywhere. And yet day in and day out, line workers are reaching out, making connections, offering helping hands. Administrators are doing their best to see that scarce resources stretch. Volunteers are donating the most precious gifts of all: themselves and their time. VISTAs and other AmeriCorps volunteers are devoting a

year—or years—of their lives to helping make Montana’s communities better places to live. Leaders at *all* levels are working hard on the big picture, guiding processes so that things will get better instead of worse.

We hope that all of you will take a moment to recognize yourselves and your colleagues for your special contributions to Montana’s children, families and communities. We *all* have the capacity to be heroes, and many of us are working to create positive change, whether by leading the charge, guiding it along, or serving as a worker bee. It doesn’t matter *how* you contribute, what matters is that you *do*. Whenever you step up to the plate to make a difference, no matter how small, you are leading the way to a better community.

Thank you for your hard work.

*Vicki*

## In Recognition

*Probation and parole officers are especially important...in these difficult financial times. These frontline officers are critical to the protection of our communities, as over three quarters of Montana’s felony offenders live in our neighborhoods.”*

— Mary Fay, Probation and Parole Bureau Chief



Approximately 90 probation and parole officers supervise more than 6,500 felony offenders on probation and parole in communities all over Montana. These dedicated public employees serve all communities from just 23 offices. Ten officers—known as institutional probation and parole officers—are located in prisons and secure facilities. They are vital to the safe release and transition of offenders into Montana’s communities.

With state budget cuts and the increased number of offenders released from prison, the Department of Corrections depends on probation and parole officers to absorb the supervision of more offenders despite limited resources.

Public safety is their first and foremost concern. Besides holding the offenders accountable for their crimes, these officers are keenly aware of victims’ needs. They provide victim impact statements to

courts at final sentencing and collect restitution for victims.

The dedication and work of state probation and parole officers was celebrated during the Third Annual Probation and Parole Officers’ Week July 14-20. Governor Judy Martz recognized officers in Forsyth during “Capitol for a Day” July 17.

*For more information, contact Mary Fay at 444-9529 or Jan Bouchee at 444-3911.*

# Notes From the Edge



Georgette Hogan is a native of Crow Agency, Montana and a graduate of Hardin High School, which has a population of about 400 students in any given year. Georgette is also a 2000 NAPIL Equal Justice Fellow (see sidebar) working with California Indian Legal Services (CILS). Through this program, she has had a chance to help rural, disabled and elder American Indians gain access to Social Security benefits. The project was her idea, and she's passionate about it. How she got there and where she plans to go next describes the path of a true Montana hero.

Though she'd always wanted to go to college, Georgette didn't really give really serious thought to it until her friends at Hardin High School started talking. The idea of going out of state for school seemed about as real as going to another *planet*, but her friends encouraged her. "You should think about going out of state. And you really need to look for a liberal arts college," they said.

The suggestion planted a seed. The first place Georgette turned was "Best Colleges," a report put out by *U.S. News and World Reports*. That's where she discovered a college that sounded just about perfect. It was small enough to be personal, it was out of state, focused on liberal arts and encouraged academic curiosity. Georgette liked the sound of it so well, in fact, that she set her heart on going there. It was the first and only college she applied to. When she was accepted, Georgette felt as if she'd won the lottery. And that's how Bryn Mawr College in Pennsylvania was lucky enough to include Georgette Hogan in its freshman student body in 1991.

Bryn Mawr was everything she'd hoped it would be, and so nurturing that when she got homesick for Montana, she could sit down with her Dean and talk it out. The first three years, she came home summers to work at the Hardin IGA. Her last summer, she went to Seattle where she volunteered with the *People of Color Against Aids Network*. Things were going really well until she finished college. That's when her father got terminal cancer. She went home to take care of him, and got a job with Little Big Horn College. Georgette

lost her father in 1995. At that point, she decided that it was time to get away from Montana for awhile.

Georgette went to San Francisco where she got a job with California Indian Legal Services as a legal secretary. She was the one who dealt with initial telephone inquiries. Gradually, she became aware of the problems American Indian elders face in maneuvering through a bewildering bureaucracy. Though she'd dreamed of going to law school, she wasn't sure if she could make a success of it, but working at CILS made it seem not only possible, but doable. After she'd been there for a couple of years, she began looking into law schools. This time, she wasn't really sold on any one school, so she applied to several.

"Have you applied to Stanford yet?" asked her supervisor, Maureen Leary.

Georgette said she hadn't, that she wasn't sure she could get in.

"Well," said Maureen, "I think you can. In fact, I don't want you to do any more work today until you've filled out that application."

Because her boss had directed her to, Georgette filled out the application and mailed it. Time went by. She'd almost given up on even hearing from Stanford. She'd been accepted at the University of Michigan, and that's where she was planning to go when the acceptance letter came.

Georgette Hogan graduated from Stanford Law School in year 2000, then began studying for the California Bar Exam. She studied harder than she ever had, and for three months, that's almost all she did. She'd get up and start reading, have lunch, read some more, have dinner, go to class, and read. The effort paid off because she passed on her first try.

This spring, Georgette Hogan came home to take the Montana Bar Exam. She passed that one on her first try, too. She's started looking for a job in nonprofit legal services here in Montana. As soon as she finds one, she plans to come home. Georgette says she wants to give something back to the state she came from. She says that she'd like to make sure that the kids in Montana's rural, high-poverty schools—like Hardin's—know that they, too, can succeed in making their dreams a reality. It's all about believing.

## Equal Justice Works Fellowships

*The strength of democracy in America depends on whether all citizens have fair and effective access to the justice system. Yet, for many Americans, this is beyond their reach. The Equal Justice Works Fellowships Program creates partnerships among public interest lawyers, nonprofit organizations, law firm/corporate sponsors, and other donors. The focus of these partnerships is an innovative fellowship project that implements legal advocacy on behalf of individuals, groups or issues that are not adequately represented by some aspect of our legal system. These two-year fellowships provide salary and loan repayment assistance, a national training program, and other forms of support and assistance to public interest lawyers who, working in conjunction with host nonprofit organizations, launch projects that serve low-income and other needy communities. (<http://216.122.222.111/MAINNFEJ-FM.html>)*

## Gifts of Courage and Hope

*I'd like to call your attention to a woman who has been reaching out to families in the Missoula and Seeley Lake communities to educate parents and to prevent child abuse and neglect. Debbie Norheim has been teaching classes for the Parenting Place for over 16 years, and has raised her own children during that time. She has taught numerous children through her preschool for the last seven years. What makes Debbie a hero is that she has had more hurdles placed in front of her than the average person and yet still manages to give 100 percent of herself to her own family, her preschool children and our families at the Parenting Place. Debbie exemplifies the hopeful, positive prevention approach in her values, attitude, work and results. She has been facilitating Parent Support Groups and Parenting Classes for the Parenting Place in Missoula since 1986. Following are some of the evaluations Debbie has received from parents she's worked with. They really say it all.*

*—I learned about time outs, talking to them in a calm voice, asking them about their thoughts.*

*—I praise my son more.*

*—You could try stuff after class and see it working—not a single tantrum in 3 weeks!*

*—You can't imagine how improved things are! Debbie taught me hope and courage.*

*—I like . . . her stories and her enthusiasm.*

*—You saved our family.*

*Contributed by Teresa Cowan, Executive Director of the Parenting Place*

# My Heroes are Many:

*Dedicated to the Staff of Family BASICS at WORD, Inc.*

**T**he heroes I appreciate every day in our school and neighborhood-based prevention efforts are the frontline staff. On a daily basis, these folks offer true support to individuals and families in need of non-judgmental partners to assist them in addressing their problems. These staff members really do walk their talk – they listen, bolster confidence, point out strengths, offer Kleenex, phone and contact numbers, and provide rides to doctor's appointments. Day after day, they hear the stories, respond to the crises, meet parents at the school or park, and knock on the doors of families who have no transportation and a sick child.

They are my heroes because they do this work week in and week out, advocating with landlords, principals, car dealers and the power company for just *one more* chance for a family that has potential. They patiently fill out lengthy forms and stay up-to-date on every free and low cost service “their” families might be able to take advantage of. Their hundreds of phone calls and contacts often mean that children or students have access to the programs or services they need.

Do these folks—family advocates, outreach specialists, receptionists, parent educators, home visitors—make a difference? Just ask the families they serve. The responses are overwhelming.

*—“I was treated with so much respect. I will never forget the help you gave me when I needed it most.”*

Because families feel valued, they are able to create important reciprocal relationships with Family BASICS staff. Families inevitably give something back. They give in many significant ways, some small, some huge . . . they bring in used clothing or furniture, offer to bring treats to a meeting, step up to testify at a legislative hearing or school board meeting. All the while, these families know that their staff part-

ners are there to support them and to acknowledge the legitimacy of their experiences.

Heroic deeds are usually defined as courageous or noble, involving risk. Heroic deeds are generally considered to be impressive in size or scope. Every day I see activities that fit this description. These staff members are *courageous* to return again and again to advocate for families within systems that have few ways to bend

or change, and within context of often-unforgiving structures or policies that fail to support high-risk families with seemingly endless needs. They *risk* their reputations every day as they vouch for fami-

lies with landlords or businesses, asking them to give someone another chance or a needed break. The scope of what they do, the sheer number of families that walk in the door or call each day is *more than impressive*—it's downright amazing.

We debate endlessly within our program about how we can move from feeling like we provide crisis services to offering true prevention through education and access to resources. There are no easy answers. But my heroes continue to advocate for families who desperately need safe and nurturing environments for their children despite all the barriers. And as true heroes, they somehow find the inner strength to make the bold moves necessary to put themselves out there so that each day parents don't have to go it alone.

*—Submitted by Barbara Riley, Program Director, Family BASICS at WORD, Inc.*



# The Y-Vote Ambassadors

**C**ivic engagement is at the heart of our democratic process. Unfortunately, young people between the ages of 18 – 24 have the lowest voter turnout of any age group. Only one in three (32 percent) of the potential voters in this age bracket cast a ballot in the '96 presidential election. Nearly half (49 percent) of youth 18-24 say voting is of little or no importance.

Now the good news—a group of Montana youth want to change the trend and engage their peers in making history. The Y-Vote Ambassadors are 27 Montana high school students dedicated to moving their peers to get involved and vote. These youth were recommended by their school principals because of their leadership and commitment to service. The 'Y' in Y-Vote signifies both youth and Generation Y, which is the generation currently enrolled in high school. The Y-Vote Ambassadors encourage young people to be lifelong learners and lifelong voters. By teaching their peers to learn about the issues and exercise their precious right to vote, this corps of students is committed to establishing voting as a lifelong habit.

Secretary of State Bob Brown appointed the ambassadors in April 2002 as part of the Y-Vote Project, which he sponsored with Superintendent of Public Instruction Linda McCulloch. As part of their training, the Y-Vote Ambassadors took part in a half-day election training workshop provided by members of Brown's election staff,

clerks and recorders, who serve as elections officials at the local level. Hoping that their classmates

**"Thank you Y-Vote Ambassadors—you leave Montana a tremendous legacy."**

**Superintendent Linda McCulloch and Secretary of State Bob Brown**

will take greater advantage of this fundamental right of democracy, this core group of student volunteers actively registered fellow students to vote, then worked as election judges at polling places during the primary election on June 4th.

When asked to evaluate their experience at the primary election, both the Y-Vote Ambassadors and election administrators around the state were enthused about the benefits of involving youth in the electoral process. The election administrators were once again motivated to reach out to youth. The youth were inspired not only to vote, but also to volunteer.

## Reyna Perez and the *Daya Tibi*

*"A hero is someone who saves lives. Reyna Perez loves working with people, and she inspires them to exercise and to eat a healthy diet. She is saving lives and she's my hero!"*

— Roxann Bighorn

**T**he "Daya Tibi" or "House of Goodness" Wellness Center of the Fort Peck Community College in Poplar is on the Fort Peck Reservation. *Daya Tibi* employees are all involved in a number of community activities, which in their own right are heroic, but Reyna Perez goes well beyond the call of duty. Reyna is a hardworking single parent who finds plenty of time to devote to her daughter, Mikayla. Reyna is a bundle of en-

ergy on the job, too. She is a personal trainer working to combat diabetes and other ailments through diet and exercise. She teaches aerobics and does a lot of extra community work with the local people in ages ranging from youth to the elderly.

Reyna also manages a community garden and is trying hard to inspire people to get involved with the maintenance of the garden. Reyna is saving lives and she's my hero!



### Y-Vote Ambassadors

**Big Sky High School (Missoula):**

Matt Boldt, Brandon Newbury, Kristin Schmidt, Jodi Bohlman and Whitney Tuxbury

**Bozeman High School:** Will Holmes

**Butte High School:** Scott Boehler, Laura Mickelson and Lisa Wareham

**Capital High School (Helena):** Mike Doggett

**C.M. Russell High School (Great Falls):** Rachel Harpole, Luke Lovell and Nate Munski

**Conrad High School:** Marcia Campbell and Joseph S. Miller

**Fort Benton High School:** Kathryn Charlson and Mirandee Drube

**Havre High School:** Stacey Jo Parenteau

**Jefferson High School (Boulder):** Elizabeth Fletcher and Meghan Kilroy

**Loyola Sacred Heart High School (Missoula):** Loren Mostad

**Sentinel High School (Missoula):** Josh Croker and Bo Smith

**Stevensville High School:** Cody Cook and Patrick McNulty

**Whitefish High School:** Melissa Davenport and Kris Morrison



Connect for Kids is a terrific website with a nice link to a Kids and Politics section, which provides the information needed to help kids take action.

<http://www.connectforkids.org/>

## Interagency Coordinating Council (ICC)

**Mission:** To create and sustain a coordinated and comprehensive system of prevention services in the state of Montana

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**Vice-Chair: Jim Oppedahl**  
Executive Director  
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### Members

**Gail Gray**  
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**Vacant**  
State Coordinator of Indian Affairs

**Bill Slaughter**  
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**Dr. Richard Crofts**  
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**Betty Hidalgo**  
Chair  
Montana Children's Trust Fund

**Lt. Gov. Karl Ohs**  
Ex-officio

# New ICC Chair: Alison Counts



Alison Counts was born, raised and schooled in Belgrade. She began her career in prevention as an interested and concerned parent and considers herself fortunate to have been an at-home parent with time enough to volunteer in her son's school and to get to know the school community. When her son entered elementary school, however she quickly became aware of disconcerting changes in the community, perhaps due to the community's rapid growth.

In 1984, a student's alcohol-related death mobilized the community of Belgrade to recognize that there is "no safe time or place" for young people to drink. Subsequently, the school established a District Chemical Dependence Prevention Policy that includes violation and athletic components.

Alison Counts is employed with the Belgrade Public Schools where she serves as the Student Assistance Program Coordinator, Safe and Drug Free Schools Project Director, and the Montana Teen Institute Advisor. In 2001, the Safe and Drug Free Schools program was nationally recognized. Alison, who also serves as the instructor for the district's *Insight Classes*, helps kids who abuse substances. Classes meet in a room designed to make kids feel comfortable. There's a vintage 1970s brown rug, worn and comfy couches and anti-drug posters all over the walls. This environment allows Alison a chance to work intimately with small groups. She believes that this kind of atmosphere offers the best opportunity for helping students change their lives. The comfortable room is a safe place where kids can receive the information they need to make informed decisions.

During Alison's tenure with the school district, the student population in the Belgrade Schools has jumped from 1,500 to 2,500. Insight classes are limited to eight students over a three-week period. The number of classes held each year has grown with the demand. These days, students sometimes end up on a waiting list.

**"Sometimes you see a kid make a 180 degree turn. If you can affect the life of one kid in a positive way, it is all worth it. You definitely build relationships with some kids. Some, you don't. I would love to work myself out of a job. That's not a reality, but it's a great dream."**

**— Alison Counts**

"I'm giving more Insight Classes than ever and still each class is full," Alison said recently. "We began with two classes this fall and those students had been on a waiting list since last spring. I wonder sometimes if more kids are getting caught or if more are drinking. I do think adults are doing their jobs and reporting use. And the police are doing a better job of patrolling and citing at parties. They're more intense about busting parties and writing citations as versus taking the alcohol away. There's no slapping hands because they're aware that next time, they may be putting the kids in a coffin instead."

In 2001, Governor Martz appointed Alison Counts to the Interagency Coordinating Council on State Prevention Programs. Ms. Counts is one of two community members on a 14-member council that includes 10 state agency directors. Her role is to keep state agencies in touch with community prevention activities and priorities. As an ICC member, Alison is concerned about the lack of documentation to support prevention. As the newly elected ICC Chair, she hopes her experience with children will help lead the way for improved law-making in support of prevention.

**— Submitted by Jenna Caplette and the Prevention Team at Alcohol and Drug Services of Gallatin County (ADSGC)**



# The Quiet Leader: *John Allen*

**I**mportant and far-reaching prevention initiatives always require leadership from dedicated people on multiple fronts—front line workers and volunteers who encounter the daily ups and downs in the trenches, the field generals or managers who guide and support the actions of those out front, and the visionaries who craft a hopeful picture of the future and encourage others to get on board. This last type of person—the *visionary*—is the least common, but perhaps the most critical to the long-term success of any initiative. As the saying goes, *you need to know where you're going if you're ever going to get there*. In Montana, we are truly fortunate to have John Allen, State Director for the Corporation for National and Community Service (CNCS), a visionary who has made remarkable contributions to Montana's statewide prevention infrastructure. Throughout his professional life, John has kept his eyes on the prize—safe and healthy places for our children and families to grow and develop.

For those of you who do not know John, I'm not surprised. He does a very good job of working from behind the scenes with very little fanfare—exactly the way he likes it. The nature of his job allows him to do this. John's employer, CNCS, is a federal agency dedicated to community service and headquartered in Washington D.C. The Montana CNCS State Office, which John directs, administers the Volunteers in Service to America (VISTA) and National Senior Service Corps programs across Montana. This amounts to dozens of programs and thousands of volunteers who reach all corners of this great state.

It's up to John, in many cases, to direct CNCS resources to the most pressing needs within the state—not an easy task given the complexity of the issues we face in the prevention arena. This does, however, place John in an ideal position to build partnerships with people and organizations and to develop ideas and strategic plans with the many talented and dedicated people working in prevention across Montana—something he does quite well. These groups include state and tribal officials, government agencies, non-profits, public schools, institutions of higher learning, corporations, private citizens, and more. Indeed, it takes

a special person to bring these sometimes disparate and competing groups together. John does this all the time.

Through his position as CNCS State Director, he quietly makes a huge difference in the lives of Montana's children and families from behind the scenes. He won't tell you this, but I will.

John's effort with the Prevention Resource Center (PRC) is a great example of his work. In 1996, he provided the newly formed PRC with the VISTA resources necessary to support a statewide effort to build a prevention infrastructure across Montana. Now, eight years later, hundreds of VISTA volunteers have spent time in Montana communities bringing people together to develop strategic initiatives to tackle our most pressing youth prevention issues - suicide, substance abuse, child abuse, high-school drop out rates and more. Montana cities and towns are now better equipped to tackle these issues in the future because the groundwork for collective action has been laid.

Community building, always a hallmark of life in Montana, has been renewed in small and large ways and has given life to prevention efforts across the state. John's initial and unwavering support for the PRC VISTA project is a testament to his belief in the power of citizens to transform their own communities. John's efforts to bring federal, state and local resources together with citizen initiative is a great example of collaborative prevention at work. To be sure, we all play a part in prevention, but frontline efforts are nearly impossible without bold (albeit sometimes quiet) leadership and support like John's.

Writing about John Allen is like talking about the fish you caught. It gets better and better each time you tell the story. Only in this case, the details are true. I speak with such regard for John because he was my mentor while I was in Montana. I had the privilege of working with him for four years and getting to know him as a close friend. He is a tireless advocate for prevention efforts, an incredible visionary, a willing collaborator, and a humble public servant. I'll take those qualities on the side of prevention any day. Next time you see him, tell him thanks—from you and me.

—Submitted by Brian Magee



## Become a Leader

1. *Identify with the qualities you admire and practice them.*
2. *Be willing to take on extra work.*
3. *Practice service that goes above and beyond the norm.*
4. *Observe your environment so that you can suggest change.*
5. *Analyze cost benefit ratios before implementing change.*
6. *Think outside the box to solve the problems no one else has solved.*
7. *Volunteer to research a problem and suggest solutions.*
8. *Go the extra mile.*
9. *Cultivate good news and refuse to take part in negative gossip.*
10. *Sharpen your communication skills—particularly public speaking and storytelling.*
11. *Pay attention: learn names, really listen when people speak, and make the effort to remember who people are and what is important to them.*

The opinions expressed herein are not necessarily those of the Prevention Resource Center and the Addictive and Mental Disorders Division of the Montana Department of Public Health and Human Services.

The Prevention Resource Center and the Addictive and Mental Disorders Division of the Montana Department of Public Health and Human Services attempt to provide reasonable accommodations for any known disability that may interfere with a person participating in this service. Alternative accessible formats of this document will be provided upon request. For more information, call AMDD at (406) 444-1202, 1-800-457-2327 or the Prevention Resource Center at (406) 444-5986.

## Thanks Lorelee: *Jobs for Montana Graduates*

*"Lorelee's perseverance, commitment and passion for the young people JMG serves is unparalleled."*

**L**orelee Robinson established *Jobs for Montana's Graduates (JMG)*, a student dropout prevention program, in 1990 at the request of Governor Stan Stephens. JMG assists Montana high school students to stay in school, graduate and successfully transition from school to work.

In the twelve years since the program was established, Lorelee Robinson has expanded JMG from a single year, senior program to a multi-year program that serves students in grades 9-12 in 48 schools. Of these programs, ten are located in reservation schools, nine are alternative high schools and two are out-of-school programs.

In establishing the JMG program, Lorelee developed curriculum, teachers' guides and student manuals. In order to continue its success, Lorelee recruits

schools by explaining the merits of the program, training teachers to deal with at-risk students, raising funds and organizing student conferences.

Lorelee Robinson has worked for the State of Montana for the past 26 years. Her experience includes working for the Job Service with job training programs and the Wage and Hour Division. Lorelee has received

awards from the national affiliate of Jobs for America's Graduates for her exceptional service in the areas of program leadership, meeting program standards, providing quality service and maintaining accountability for program standards. There is no question that Lorelee's efforts are having a profound effect on improving young lives and boosting Montana's economy.

**Last year, JMG served 991 students, who together had a 90 percent graduation rate.**

## Unsung Hero Teresa Cowan

**T**eresa Cowan, Director of the Parenting Place in Missoula is an unsung hero. What has impressed us about Teresa is her true commitment to families and her understanding of the challenges many families face, her endless energy in preventing abuse and neglect, and the imagination she brings to her work.

Teresa is a "doer" when it comes to issues that affect children, youth, and families. While at Futures, a family support program for teen parents, Teresa was instrumental in developing the Peer-to-Peer Teen Pregnancy Prevention Panel, which is made up of teen parents who go into local high schools and speak about the realities of being teen parents. The panel allows these young parents to develop public speaking skills and to make a difference

in the lives of other youth. Simply by sharing their stories, they are presenting a powerful prevention message.

Among her other successes, Teresa coordinated the Futures' Partnership to Strengthen Families, a program designed to prevent child abuse and neglect within teen families. The partnership offers an intensive case management and home visiting model. Teresa also established an emergency respite care program to offer immediate services for families who need childcare while they resolve family crises. Residents at Mountain Home—transitional housing for pregnant and parenting teens—have had the opportunity to utilize this service and feel that it is vital for at-risk families.

Teresa has also brought community partners together in new ways by creating a much needed Teen Parent Aide Program that links teen parents with volunteer parent aides who have received training to help them work with young parents and their unique needs.

Theresa is currently the Executive Director of the Parenting Place, the only agency in Missoula whose mission is child abuse prevention. She is leading the Parenting Place into its 21st year with enthusiasm and vision. We are fortunate to have Teresa providing leadership at the local and the state levels. Ultimately, Teresa's knack for innovation and her commitment in the area of child abuse and neglect prevention make her a true Prevention Hero.

—*This article is a composite of articles submitted by Kristina Swanson, Office of Planning and Grants, Missoula, and Naomi Thornton, Director of the Futures Program.*

**Charting Parenthood**  
**A statistical portrait from**  
**Child Trends on American**  
**fathers and mothers.**

[http://www.childtrends.org/  
PDF/ParenthoodRpt2002.pdf](http://www.childtrends.org/PDF/ParenthoodRpt2002.pdf)



# The Ice Garden Hero

*"I just want these kids to have a place to go after school, and be safe."* – Bill Martel

**V**alley Ice Garden owner Bill Martel says he began pondering a gift for the Boys and Girls Club of Southwest Montana about eight months ago. In the end he settled on something lavish—the Ice Garden itself. Boys and Girls Club board members were ecstatic over the generous gift. Under the arrangement, the Boys and Girls Club gets the building right away. Five years from now, the club gets the eleven acres surrounding the indoor ice rink.

Martel will keep the *Ice Dogs* hockey team, which will still play at the Ice Garden for free. The club gets to run the building and profit from any events. "Tremendous opportunities exist for a nonprofit organization to do fund-raising activities here," Martel said. "There's 80,000 square feet here." The building and land are worth an estimated \$10 million, Martel said, and will give the Boys and Girls Club room to grow if needed.

The gift made the Ice Garden the only hockey facility in the nation for the Boys and Girls Club, a national nonprofit aimed at keeping kids off drugs and out of trouble by offering activities. "One of the concerns in this valley is the number of kids killed in drinking-and-driving accidents," board member Carroll Henderson said. "We need a place for our boys and girls."

Martel ended up with the Ice Garden accidentally five years ago. He was the general contractor on the project and was half-way through the construction when it became clear that the investors couldn't pay the bill. Martel was owed millions of dollars. The Ice Garden sat in limbo, half-built, for six months before Martel got the building and the Ice Dogs franchise in a settlement. He said at the time he had never seen a hockey game, but has since grown to love the game.

"If we can keep one kid off drugs it's worth it," he said. "The amount of money a parent has to spend to enroll a kid in hockey is minor compared to drug rehab."

—*Gratefully excerpted from "Martel Makes Gift of Ice Garden to Boys and Girls Club," by Nick Gevock, Bozeman Daily Chronicle 5/23/02*

Editor's Note: Boys and Girls Clubs are proven prevention programs and are located in many communities across Montana. Most clubs are challenged to establish and maintain successful programs. This prevention hero demonstrated extraordinary commitment to children and to the Boys and Girls Club of Southwest Montana.



## Boys and Girls Club Mission

*To inspire and enable all young people, especially those from disadvantaged circumstances, to realize their full potential as productive, responsible and caring citizens.*

*A Boys and Girls Club provides a safe place to learn and grow,*

*Ongoing relationships with caring, adult professionals,*

*Life-enhancing programs and character development experiences, and*

*Hope and opportunity.*

## Proclamation

**T**he Fort Peck Tribal Council proclaimed April 2002 *Child Abuse Awareness Month* for the Assiniboiné and Sioux nations. The ceremony was attended by representatives of the Bureau of Indian Affairs, Indian Health Services and the State of Montana. The proclamation was signed in the chambers of the Tribal Council to standing room only. The Justice Television Network filmed the occasion, which will be included in a documentary about Indian child welfare issues in Native American communities.



*Submitted by Eric Barnosky, Regional Administrator for Region I, Public Health and Human Services, Child and Family Services Division*

# The Three Faces of Addiction: *Prevention, Treatment and Justice*

## Editor's note:

*Roland Mena's name came up several times and from several different facets of the prevention/treatment community when we cast the net for Montana's prevention heroes. It's no surprise. Roland has worked in the chemical dependency field for 24 years, and during much of that time has focused his efforts on youth and adolescent treatment. He's worked in a number of different treatment venues: hospital-based, free-standing residential, wilderness-based, and family treatment centers. He has been a guiding force as a member of the Governor's Alcohol, Tobacco and Other Drug Control Policy Task Force. As Montana's leader in chemical dependency issues, Roland has a reputation for actively supporting the efforts of those in the field, for thinking outside the box, and for his depth of understanding of the issues attending the three faces of addiction—prevention, treatment and justice. We applaud and appreciate his many efforts. Montana is the better for them.*

## \*Source:

Alcohol, Tobacco and Other Drug Control Policy Task Force's *Comprehensive Blueprint For The Future: A Living Document*. September 2002. <http://www.discoveringmontana.com/gov2/contentdrugcontrol/FINAL%20ATOD%20Task%20Force%20Report.pdf>

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e are just beginning to understand exactly how much of an impact addiction and addiction issues have on our culture. In 1998 alone, Montanans spent approximately \$256 million on programs related to the negative effects of substance abuse. Less than one percent of that was invested in prevention and treatment. In Montana, residential chemical dependency treatment for youth can exceed \$35,000 a year. Treating those who are already imprisoned can cost \$25,900 - \$83,289 a year\*. And these are only the *monetary* costs—human costs run much higher.

It's key to take a holistic, balanced approach to these issues. If one person in a family system is in need of treatment, the whole family unit is in need of treatment at one level or another. Addictions steal parents from families and children from parents. Addictions leave people hopeless, helpless and, often, homeless. They are the dark thread that runs through most of our social systems because addiction leads to child and spousal abuse, to poverty, to transience, broken families, teen pregnancies, youth violence, school drop-out, and ultimately, to a second generation traced with the same dark thread.

A lot of myths surround addiction, to the detriment of everyone in the field, every family struggling to help an addicted family member, and every addict or alcoholic who has tried to find help. Addiction is not a *choice*. It is not voluntary, nor does it reflect a character flaw. Only by exploding these myths can we begin to establish a global understanding of what the disease of addiction really means. That's when the real work can begin, because at this point the stigma that attends addiction issues keeps us from dealing with them head on.

Awareness and advocacy are the ingredients that will lead to effective community-based continuums of care. Raising awareness is particularly important in context with prevention because one of biggest drawback to prevention programming is that no one can *see* immediate results. For this reason, it's crucial to devote our limited prevention resources to programs that exercise good accountability standards. The Community Incentive Program (CIP) are good examples

of effective prevention programming because they provide a structured model, tangible activities and measurable outcomes. What these tools allow for is compromise between the immediate gratification that we're used to and a responsible social decision-making process.

We've all heard that the definition of futility: doing the same thing over and over and over again, hoping that it will finally work. To a great degree, that describes some of our prevention efforts thus far. Instead of continually running in the same circles, we need to get better at targeting programs in a strategic way that fits the individual community's profile, strengthens the protective factors and mitigates the risks factors inherent *to that community*. Prevention is not one size fits all. There needs to be balance between promising programs and what's happening in any given community. We have to get better at utilizing our science and applying our experience if we are ever going to come to terms with these complex issues.

The final report created by the Alcohol, Tobacco and Other Drug Control Policy Task Force provides the considered efforts, research and recommendations of twenty Montanans who are true stakeholders in these issues. The Prevention Needs Assessment data that the Chemical Dependency Bureau gathers biannually from nearly 20,000 Montana students adds depth to the perspective. These are two of many good tools available to us. During the next three issues of the *Prevention Connection*, we will be offering insight into the three faces of addiction. We'll use these and other tools, and we'll rely on the prevention, treatment and justice communities of Montana to tell us what's working—and what's not. Ultimately, we hope to offer a realistic picture of what is happening, strategies to change what isn't working, spotlight the programs that are already making a difference, and provide a sense of the next steps needed to generate change. We invite you to participate in the conversation and welcome your input.

—Submitted by Roland Mena, Chief of the Chemical Dependency Bureau of the Alcohol and Mental Disorders Division of the DPHHS.

# Heroes in Our Schools

**T**eacher Julie Cajune of Ronan, and principal/teacher Kitty Logan of Swan Valley were all smiles when they heard that they'd each won one of the state's two \$25,000 Milken Foundation awards for excellence in education. Linda McCulloch made the announcements in front each student body in October. "One of the most outstanding educators in the country is right here in your school," she said.

## Kitty Logan

Rachel Vielleux, Missoula County Superintendent of Schools, praised Kitty Logan's work as a teacher who is attentive to students' individual needs and as an administrator committed to her staff and her community. She responds to chronic school problems with long-term solutions. Faced with continued difficulty of recruiting and retaining a librarian and a counselor, Logan and another staff member went to summer school for two years to obtain those endorsements.

"She leads by example and by listening to students, staff and the community," Vielleux said. "She is at the school many nights and weekends, whether it is for after school programs, community meetings, little kid basketball games or adult education." Even after Logan's students graduate from eighth grade, she often appears at their high school activities to lend support.

"She is the epitome of all that is good about rural school teachers and leaders in Montana," Vielleux said. "She has developed a true sense of family among the staff and students. They come to school confident of their long-range goals, knowing parents and community will support them all along the way."

## Julie Cajune

"She began her teaching career right here in this building," said Principal Jim Gillhouse. "We are very fortunate to have her. She is very, very deserving of this award."

"*Lemt lemtch*," Julie Cajune told the crowd when she received the award, a phrase that means "thank you" in Salish. Cajune works in the Ronan Schools to help teachers integrate the American Indian perspective into classroom studies of history, science and literature.

"She's done so much in the area of curriculum," said Ronan Superintendent Robert Voth. "She constantly reminds all of us of the Native American perspective and models it for us." He noted that Ms. Cajune is well respected across the state and region, serving on the Montana/Wyoming Indian Education Association Board and participating in national discussions concerning Indian education. Joyce Silverthorne, Tribal Education Director and a Montana Board of Public Education member, said Cajune had to overcome tough odds and succeeded. "She began this at a time when people weren't really ready to hear a message of diversity and she's handled it with grace," Silverthorne said. "Kids are her first priority."

In addition to \$25,000 unrestricted cash awards, Cajune and Logan will receive all-expense-paid trips to Los Angeles in April to participate in an educational retreat with Milken Award winners from the 46 other participating states. Candidates don't apply for the award, nor are they nominated. The Office of Public Instruction identifies them from a talent pool, based on their commitment to excellence, innovation in teaching methods and outstanding educational leadership, including their ability to motivate students. Since Montana joined the Milken Educators Awards program in 1993, the foundation has honored 40 Montana educators for a total of \$1 million. That total includes the awards handed out in October.

*Excerpted from an article by Jane Rider of the Missoulian - 10/09/02.*



## Cost-Effective Ways to Evaluate Youth Programs

*Even if your youth program can't afford a full-fledged independent evaluation, you can still set up systems to assess how well you are reaching your objectives. This "Promising Practices" article is one of several on ways to measure your impact through "reflective evaluation."*

*From the current issue of the Harvard Evaluation Exchange.*

<http://www.gse.harvard.edu/hfrp/eval/issue19/pp2.html>

## Mental Health Services

*A report released in June 2002 by the National Conference of State Legislatures (NCSL) assesses state options for addressing the mental health needs of children. Between 5 – 7 percent of children use specialty mental health services every year, but the majority of children likely to benefit from these services do not receive care.*

*For more information about this and other research projects funded, at least in part, by the Children, Families, and Communities Program of the David and Lucile Packard Foundation, visit: <http://www.futureofchildren.org/newsletter2856/newsletter.htm>*

# A Comprehensive Blueprint for the Future: A Living Document



Governor Judy Martz and Attorney General Mike McGrath formed the Alcohol, Tobacco and Other Drug Control Policy Task Force to address the drug and substance abuse issues facing Montana. The goal of the Task Force was to develop collaborative statewide drug control strategy recommendations.

## The Situation

The Alcohol, Tobacco and Other Drug Control Task Force assessed the current situation in Montana, relative to tobacco, alcohol and other drug control issues. They looked at the broad areas of prevention, treatment and the judicial system, and solicited and incorporated public input at every turn. Finally, they created desired out-

youth have the 2nd highest rate of illicit drug use, 6th highest rate of tobacco use, and 4th highest rate of alcohol use of all 50 states. Montana's youth are using marijuana and sedatives at rates above the national average. The costs of *not* preventing substance abuse treatment and prevention are impossibly high in terms of the impact on human lives and statewide finances. In 1998 alone, Montanans spent approximately \$256 million on programs related to the negative effects of substance abuse. Less than one percent of that money was invested in prevention and treatment.

- Methamphetamine is putting increased demands on public funds and resources. Violent crimes increased by 37 percent in Montana between 1999 and 2000, with aggravated assaults showing the largest increase. Law enforcement officers attribute the increase, in large part, to violence committed under the influence of methamphetamine. The number of meth labs is increasing significantly throughout Montana, impacting local law enforcement, property values and communities.
- In 1999, 47 percent of all auto fatalities involving Montana youth (15 -20 year olds) were alcohol related. This is much higher than the national rate of 31 percent. The National Highway Traffic Safety Administration estimates that alcohol-related crashes in Montana cost the public \$600 million in 1998 and that the average alcohol-related fatality cost \$3.3 million. Even so, according to Mother's Against Drunk Driving, Montana has only 18 of the 39 key laws that are important deterrents to driving under the influence of drugs or alcohol.

- Montana's total prison incarceration rate jumped 198 percent between 1983 and 1998. A 1997 study showed that 89 percent of all inmates in the Montana State Prison and Montana Women's Prison had lifetime substance abuse disorders. Records in Yellowstone County show dramatic increases in drug offenses between

If you have something to add to the conversation around the upcoming themes of **prevention, treatment or justice**, we'd like to hear from you.

Contact Editor Sherrie Downing at [DowningSL@attbi.com](mailto:DowningSL@attbi.com) or call (406) 443-0580.

The deadline for articles for the February 2003 issue will be January 3, 2003.

## Editor's Note:

**The team of twenty people who came together to form the Governor's Alcohol, Tobacco and Other Drug Control Task Force were offered extraordinary commitment, spending an entire year examining Montana's substance abuse problems. We commend each and every member of this team as a hero.**

**This issue of the Prevention Connection provides an excerpt from the Executive Summary of the task force's final report. Subsequent issues will focus in more detail on the thirteen Desired Outcomes and Strategy Recommendations made by the task force. The upcoming three issues will focus on prevention, treatment and justice relative to Montana's substance abuse issues. Each newsletter will offer insights from the report, tell what is working in Montana and provide Data Bites from the 2002 PNA data that has just come in. We will share at least one family's story, telling how they grappled with the consequences of substance abuse.**

**We are very grateful to the Governor and to the Attorney General for bringing this issue to the forefront and we are grateful to the taskforce for their hard work.**

**The full report, Comprehensive Blueprint for the Future, a Living Document, generated by the Alcohol, Tobacco and Other Drug Control Policy Task Force's is a valuable resource, and is available on the web at: <http://www.discoveringmontana.com/gov2/css/drugcontrol/default.asp>**

comes and developed strategy recommendations to help achieve those outcomes.

Simply said, we are not effective in our efforts to prevent Montana youth from engaging in harmful and illegal activities. Our

## Task Force Summary

*Continued from Page 12*

2000 and 2001. Without effective treatment, addicted offenders will likely return to the system over and over again. Supporting this premise are probation and parole officers' reports of an increase in revocations, particularly among alcohol and methamphetamine abusers. Over 50 percent of offenders entering the prison system are parole and probation revocations.

### The Task Force Process

The Alcohol, Tobacco and Other Drug Control Task Force identified and explored seven areas that function as barriers or **challenges to** providing effective tobacco, alcohol and other drug **prevention** measures in Montana.

1. Lack of leadership's support.
2. Our culture and the mixed messages we send.
3. Lack of comprehensive education and information availability and motivational tools.
4. Fragmented services.
5. Insufficient and unstable funding.
6. Lack of commitment to science-based prevention programs and uniformity.
7. Insufficient workforce development.

To understand the complexities and importance of the treatment system it is important to understand the science and nature of addiction. Drug addiction is a "brain disease." Every drug user starts out as an occasional voluntary user, but as time passes and drug use continues, a person goes from being a voluntary to a compulsive drug user. Over time, use of addictive drugs changes the structure and function of the brain.

For prevention and treatment to be effective the unique needs of different populations must be addressed. When treatment is done well, recognizing the varied needs of individuals, the likelihood of success increases significantly.

The Task Force also considered issues and the current situation as they relate to treatment for seven **special populations**: adults, Native Americans, youth, corrections populations, pregnant women and women with children, methamphetamine addicts, and patients with co-occurring addiction and mental disorders.

Last, the Task Force identified and explored six areas that function as barriers or **challenges to** providing effective tobacco, alcohol and other drug **treatment** measures in Montana, which include:

- Lack of access to treatment.
- Attitudes and stigma.
- Funding and treatment costs.
- Lack of education and engagement.
- Lack of specific care levels.
- Workforce challenges.

### Task Force Recommendations

After extensive consideration and study, the Task Force concluded that *instead of "getting tough on crime," we need to "be effective on crime."* This means Montana also needs to be effective in its prevention and treatment efforts. Based on assessment of the current situation, Task Force recommendations include a comprehensive blueprint of policy and strategy changes necessary to reduce the significant social and financial impacts of substance abuse that plague Montana.

**Foremost among the recommendations is the call for a high level Drug Czar** who has the responsibility, authority and resources to integrate highly divergent alcohol, tobacco and other drug control (ATOD) programs. The person in this position will serve as the champion and driving force for moving Montana toward its desired outcomes in a comprehensive and effective manner. This position is viewed as essential to managing effective and integrated prevention, treatment, public health and judicial programs.

Development and implementation of a drug control policy must be mindful of tribal, state and federal laws. This creates jurisdictional challenges. A number of factors are involved in determining which government has jurisdiction of crimes if they are committed on reservations, which makes coordinating a statewide drug control policy with the seven Indian reservations in Montana difficult.

A comprehensive approach is absolutely necessary if we are to be effective in preventing our youth from engaging in harmful and illegal substance abuse, treating Montanans who have the chronic illness of addiction, or effective in reducing alcohol and drug related crime.

See: [www.discover.ingmontana.com/gov2/css/drugcontrol/execsummary.asp](http://www.discover.ingmontana.com/gov2/css/drugcontrol/execsummary.asp)

### Task Force Members

#### Law Enforcement

**Mike Batista**, Administrator, Division of Criminal Investigation, Helena

**Jerry Archer**, Deputy Chief of Police, Billings

**John Strandell**, Sheriff, Great Falls

**Representative Joey Jayne**, Prosecutor, Arlee

**Susan Watters**, District Court Judge, Billings

**Marko Lucich**, Chief Juvenile Probation Officer, Butte

#### Treatment

**Peg Shea**, Executive Director of Turning Point, Missoula

**Roland Mena**, Chief of Chemical Dependency Bureau, DPHHS, Helena

**Mary Fay**, Chief of Probation/Parole Bureau, Dept. of Corrections, Helena

**Bill Snell**, Executive Director of In-Care Network Inc., Billings

#### Prevention

**Cathy Kendall**, Office of Public Instruction, Helena

**Janet Meissner**, Alliance for Youth Executive Director, Great Falls

**Robin Morris**, Director of Havre HELP

**Rick Robinson**, Northern Cheyenne Boys and Girls Club Exec. Director, Lame Deer

#### Health Care

**Dr. Dave Jackson**, Fetal Diagnostic Center, Billings

#### Legislators

**Senator Duane Grimes**, Clancy  
**Representative Joey Jayne**, Arlee  
(also listed above)

#### Business

**Steve Morris**, Montana Tavern Association, Helena

**Karen Olson-Beenken**, Blue Rock Distributing, Inc., Sidney, Montana  
Chamber of Commerce Board of Directors

#### Victim Advocate

**Bill Muhs**, Gallatin Valley MADD  
(interest in alcohol issues)

**Mary Haydal**, Miles City (interest in meth issues)

# Richland County's Prevention Hero



*The Prevention Resource Center is your link to comprehensive prevention efforts. Check out data and statistics, funding resources, the State Prevention Resource Directory and the Prevention Connection online. Take a few minutes to sign up for the weekly Hot News e-mail bulletin and check out the PRC VISTA Project.*

*Visit the PRC website today!  
[www.state.mt.us/prc](http://www.state.mt.us/prc)*

**T**im Anderson attended a conference not long ago where attendees were asked to share rooms. As he got settled, Tim couldn't imagine why his roommate was staring at him. At last the roommate spoke up: he told Tim that he'd been one of his first clients, and that Tim's intervention had had such a profound impact on his life that he, too, had decided to become a counselor. The roommate went on to say that his greatest hope was that he could make the kind of difference in others' lives that Tim had made in his.

Tim Anderson has worked at making a difference in Sidney, Montana for the past nine years and he has succeeded admirably. As the lead licensed addictions counselor and a prevention specialist for the District II Alcohol & Drug Program in Sidney, Tim gives of himself tirelessly. Tim has been instrumental in developing an extensive collaborative relationship with local schools, organizations, law enforcement and judges in Sidney and in the surrounding area. On a practical level, this means prevention and intervention services can be provided as effectively as possible, and that local agencies really communicate. By popular request and because of his talents and abilities, Tim also serves on several area committees.

The Corrective Thinking Program at the Sidney High School assists youth to identify self-defeating behaviors and thinking patterns. Tim established and teaches this program at the high school, and conducts Corrective Thinking training for Glasgow and Glendive schools, and Education East for the past two years. Tim was a key player in the establishment of the Governor's Youth Summit Coalition, which is designed to involve youth in community and alternative activities, and to fulfill America's Five Promises.

The Postponing Sexual Involvement program, an abstinence-until marriage pro-

gram, is delivered to 8<sup>th</sup> graders in an effort to reduce teen pregnancy rates, prevent STDs and give youth the skills to resist peer and media pressure to become sexually involved. Tim has been very active in this program. Another of Tim's efforts has focused on providing education to merchants throughout Eastern Montana to prevent the sale of alcohol and tobacco products to underage youth. He has worked with school administrative staff to provide information and presentations on drug, alcohol and tobacco prevention issues and has been invited to speak at several community orga-

nizations on these issues. In addition to Tim's prevention efforts, he maintains a full client caseload and travels to Glendive once a week

to work with young women at the Home on the Range for Girls. He has written and assisted in writing several grants so that prevention efforts within Richland County can be continued.

Tim's family and faith community are also very important to him and he demonstrates these commitments tirelessly. He is actively involved in his church as a lay minister, youth group leader, and Vacation Bible School and Sunday School teacher. He is president of the Sidney Soccer Association, serves both as coach and referee, and organizes and participates in their annual dunking booth fundraiser at the county fair. Tim has been awarded the *Lamb Award* for his distinguished service to the Lutheran Church and its youth through the Cub Scouts of America Program. Understandably, Tim is well respected by his peers, not only in Sidney but in the surrounding communities as well. Thank you, Tim, for all you do.

*—Submitted by Ronda Welnel*

***It's no surprise to those who work with Tim Anderson that he was nominated more than once as a Montana Hero in Prevention. We have learned much from him—he has a wealth of knowledge to share and always takes time from his busy life to answer questions. We send our heartfelt congratulations and thanks.***

***—Lureta Nielsen and Cindi Hurst***

# What Does it Take to be a Leader?

Submitted by Loren Soft, CEO, Yellowstone Boys and Girls Ranch

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hat does it take to be a leader who can excel in the 21<sup>st</sup> century? Jack Welch's statement references the fact that the corporate style of *top down, command and control leadership*—is being replaced. Leaders need to push decisions down to the line of service, utilize all resources available within the organization, value and empower staff. It's time for leaders to *coach for success*, not police for failure.

These business leadership principles hold true in the not-for-profit world. Today's not-for-profit and public sector agencies need people who can guide and energize individuals and teams. To lead by coaching for success, the business community must undergo a substantial attitudinal and behavioral shift. This requires a complete shift in thinking. Leaders must move from treating staff members as units of service to treating them as valued resources . . . from setting goals for others to setting goals together . . . from unilateral decisions to joint decisions . . . from telling to asking . . . from policing to *coaching for success* . . . from controlling to expecting accountability and results . . . from independence to teamwork/interdependence. This is a tall order.

Good leaders recognize that everyone is different and that everyone has unique skills and abilities. Leaders establish motivational relationships based on mutual trust. Trust is a two-way process that relies on commitment by and between the leader and the team. First and foremost, it begins with the leader's belief in—and respect for—the people with whom he/she works. Honesty, fairness and consistency are the key characteristics of a successful leader.

Leaders are teachers. Leaders follow the axiom, "treat others the way you would want to be treated." If a leader wishes to be effective in the long term, the level of knowledge is only exceeded by the ability to "walk the talk." A leader's call for commitment, integrity, dedication and sacrifice will never be completely honored unless there is commitment, honesty, dedication and willingness to sacrifice.

Leaders involve people in the decision making process. When individuals are asked for their help in solving problems, they begin to trust their leader. This in turn leads to the beginning of teamwork. Peter

M. Senge in his book, *The Fifth Discipline*, defines a team as "a group of people who function together in an extraordinary way—who trust one another, who complement each other's strengths and compensate for each other's limitations, who have common goals that are larger than the individual goals, and who produce extraordinary results."

The role of the leader, then, is to achieve mutually defined and desired results. Successful outcomes will be realized when the leader understands three key roles:

(1) *The leader ensures that the mission, vision and values of the organization* are clearly understood by all. The organizational mission, vision and values provide the sense of direction for all employees. Employees who understand the mission, vision, and core values of the organization become committed to their realization.

(2) *The leader encourages and develops the people in the organization* and attends to the needs of the people who report to him/her. They, in turn, attend to the needs of their co-workers/peers. This idea is underpinned by a basic concept that the quality of relationship between those being served by the organization is a reflection of the quality of leadership.

(3) *Leaders get results.* A key part of the role of a leader is to achieve the results the organization has deemed important. Obtaining results has always been crucial to the role of the leader. In today's world, conditions have changed dramatically. Competition, technology, reorganization, outsourcing and the demand for quality all require the leader to rise to the challenge by measurably improving personal performance.

In summary, leaders see the outcomes of services provided—in very human terms. Leaders focus on developing others, walk the talk and develop trust within the organization. Leaders help others move from independence to interdependence. Leaders coach for success. Leaders continually ask: *what business are we in? For whom are we in business? How will the world be different because of what we do?*

**"We have to undo a 100 year-old concept and convince our managers that their role is not to control people and 'stay on top of things,' but rather to guide, energize and excite."**

**— Jack Welch, CEO, General Electric**

## Key Points on Leading Change

By John P. Kotter

### The Eight Stage Process

1. Establish a sense of urgency
2. Create the guiding coalition
3. Develop a vision and strategy
4. Communicate the change process
5. Empower the change process
6. Generate short-term wins
7. Consolidate gains and produce more change
8. Anchor changes in the culture

### Walking the Leadership Talk

- Develop credible aims and values
- Build credibility by demonstration not articulation
- Avoid solo leadership—lead with partners
- Model patience under pressure
- Maximize organizational awareness
- Know what you believe about people
- support discussion of aims and value
- Cultivate patience with leaders

**Resources:** Results Centered Leadership by Caroline Rowan and Fred Clarke Mission Based Management by Peter C. Brinckerhoff

# Good Woman Comes Out: *The Pretty Shield Foundation Awards*

*Leadership is not so much  
about technique and methods  
as it is about opening the heart.  
Leadership is about human  
experiences, not processes.  
Leadership is not a formula or a  
program, it's a human activity  
that comes from the heart and  
considers the hearts of others. It  
is an attitude, not a routine.*

—Lance Secretan, *Industry Week*,  
10/12/98

**Fort Peck tribal member John Pipe thanked the woman who saved his life when he was six years old. "Anne Standing Woman Hancock was the one who discovered I had diabetes. She was the one who gave me the insulin shots. It's because of her that I am here tonight to honor her as a tribal council member."**

**S**even American Indian women were recently honored for their dedication to Montana communities. This unique event honored women from each of the reservations in Montana for their dedication within and to American Indian communities. Over 90 people attended to celebrate their accomplishments through song, prayer and thanks.

William F. Snell, Jr. (Walks with the Pipe), Chair of the Pretty Shield Foundation, presented the "Good Woman Comes Out" awards in March 2002. All seven women have demonstrated outstanding commitment to their communities, family and education, and in the process have stood out as role models for all of Montana's young people.

**Anne Hancock (Standing Woman)** is the first full-blooded Assiniboiné to become a registered nurse.

Born in 1914 in her grandparents' log home two miles east of Wolf Point, Anne was raised by her father Tom Hancock (Appears in the Day) after her mother passed away when she was just four months old. Her grandmother (Baza) Corral Medicine Cloud assisted in her upbringing in the Indian way. She did not start to speak her second language, English, until she was three years old.

After graduating from Wolf Point High School in 1932, Anne Hancock attended the William Penn School of Nursing in Philadelphia.

After working in Philadelphia for 20 years, she returned home in 1966 to run the Health and Home Aide Management Program, which became the Community Health Representatives (CHR). After 22 years of working for the Fort Peck Tribes and caring for many tribal members, she retired. Ms. Hancock is fluent in her native Assiniboiné language and enjoys company, visiting and telling stories of her life ventures, the old days growing up and of course, her journey off the reservation competing in the non-Indian world and being successful at it. Tribal members thank Anne for providing them essential health care as children.

**Randeen Fitzpatrick**, of the Crow Tribe, was recognized for helping low-income families find housing and for supporting people who need help in a crisis. She is well-known in her tribe for valuing open-mindedness, tolerance, acceptance and understanding.

Randeen Fitzpatrick Keyawin (Turtle Woman) was born in Albuquerque, New Mexico in 1960 and received her Bachelor's Degree from the University of North Dakota. She is currently working on her Masters Degree in Social Work through Walla Walla College. This mother of four has focused on helping children and families. As a social worker, she has provided foster care case management services to children on the Crow Indian Reservation and now serves as a Social Service Representative for the BIA at Crow Agency, Montana. She is a strong believer in integrating traditional Indian spiritual beliefs with her job to help strengthen family and community. Randeen works tirelessly in her community to help families in crises. Starting in 1994, Randeen has been instrumental in arranging for U.S. Marine Corps for the *Toys for Tots* campaigns during the Christmas season. Randeen participates in the Sundance religious ceremony, which represents her philosophy of helping take on the suffering of others so that the people may live a better life.

**Joyce A. Walls Costello**, of Harlem, was recognized for her service to her community and her dedication to the elders of the Fort Belknap Indian Reservation. Joyce carries the Indian name of "Holy Singing Woman" because she brings comfort and joy to others through her music.

Joyce Castillo has been married for 35 years to Toney Castillo, Sr. Together they have five children and ten grandchildren. They have served as the pastors of churches at the Fort Belknap Agency, in Lodge Pole and on the Rocky Boy Reservation for approximately 25 years. Joyce has also spent 17 years working for the Fort Belknap Indian Community with the Elders Program in a variety of capacities and with many programs. Joyce has also taken in foster children, and worked as a volunteer for Head Start where she uses her guitar, puppets and cooking to reach the children.

**Continued on Page 17**



## The Pretty Shield Foundation

*Continued from Page 16*

**Marilyn Parsons**, a member of the Blackfeet Nation, was recognized for her extensive service to the tribe as director of Natural Resources: Oil and Gas Development.

Born in Spokane Washington in 1959, Marilyn attended boarding schools from first grade until she graduated as Valedictorian of her class in 1977. She went on to earn a B.S. in General Studies from the University of Montana Blackfeet Community College, and a B.S. in Business Administration from the University of Great Falls. When Marilyn served as the Director of Home Improvement for the Blackfeet Tribe, she made it a point to visit with every family while their homes were brought up to standard. During those visits, Marilyn decided that she wanted to make a difference for young people. As the Planning Director for the Blackfeet Tribe, Marilyn is helping build a strong community that her people are proud to live in. She has overseen projects resulting in enhanced beautification, economic development and improved community infrastructure. A wife of 22 years and the mother of two, she is also a religious education instructor for first graders. She actively participates in traditional religious practices.

**Wanda Martinez (Yellow Woman)**, a member of the Northern Cheyenne Tribe, was recognized for serving her tribe and for her participation in *Native Action* for the past 25 years. Martinez helped Native Americans register and get out to vote, and was recognized in 1993 by President Clinton for her work in *Native Action*.

Wanda is the Native Action's Research Development Coordinator. She began a Native Action's voter registration and *Get Out the Vote* project in 1992. This was the first time a statewide project involved all seven reservations and urban Indian communities in Montana. Thanks to Wanda and the Rediscover the Indian Vote Project workers, Montana Indian voter registration percentages achieved the highest level of any minority group in the entire country. Ms. Martinez has served as an elected member of the Northern Cheyenne Tribal Council and remains active in non-partisan Indian voter education work locally, statewide and nationally.

**Teresa Wall-McDonald**, a member of the Salish Kootenai Tribes, was honored for writing and obtaining grants to benefit low-income families, including a \$1.6 million grant for disaster employment and a \$1.3 million grant for retraining dislocated woods workers.

Teresa resides in Pablo, Montana and has a Masters in Education from Gonzaga University in Spokane, Washington. She also has a B.S. in Elementary Education with a minor in Native American Studies from the College of Great Falls. Since October 1998, Teresa has led the Department of Human Resources Development with the Confederated Salish and Kootenai Tribes in Pablo. She provides management and financial oversight for services in a number of areas that make a difference for families. Teresa is committed to her community in many ways. She teaches religious education at the Sacred Heart Parish and serves as a representative on the Office of Civil Rights Committee Review for the Ronan School District. Teresa has been married for 17 years and is the mother of five children ranging in age from 3 – 15 years.

**Mary Lodge Pole**, an 81-year-old member of the Chippewa Cree Tribe on the Rocky Boy Reservation, was honored as a tribal elder who continues to practice her traditional and cultural way of life.

Mary Lodge Pole lives in Box Elder, and is the mother of eleven children, five sons and six daughters. Her Indian name is "One Who Cries." Mary has worked hard all her life, successfully supporting all of her children by tanning hides and selling her beautiful beadwork to community members. During the summer months, Mary and her children worked in the family garden. Mary served as a positive role model for her children and taught them many traditional values. She enjoys spending time with her children and grandchildren, and strives to live a healthy lifestyle, participates in weekly sweats and is a firm believer in traditional ways.

— *With special thanks to Karla TwoTwo, InCare Network*

#### Resources:

1. Cancu Ota (Many Paths): an online newsletter celebrating Native America. April 6, 2002 – Issue 58. [http://www.turtletrack.org/Issues02/Co04062002/CO\\_04062002\\_Women\\_Honored.htm](http://www.turtletrack.org/Issues02/Co04062002/CO_04062002_Women_Honored.htm)
2. Philanthropy Northwest: <http://www.pngf.org/pressroom/updates/goodwoman0402.htm>

## DAYMINDER

**CADCA's National Leadership Forum XIII, February 11-14, 2003.** <http://www.cadca.org/Events/Forum/Forum.htm>

**The next Montana Summer Institute for Public Health will be held JUNE 2-6, 2003 on the MSU Bozeman campus. This event will be co-sponsored by the University of Washington's Northwest Center for Public Health Practice and the Montana Public Health Training Institute.**

**For more information, contact Christine Hingst at [chingst@state.mt.us](mailto:chingst@state.mt.us)**

*In a variety of settings ranging from daycares to schools, Foster Grandparents tutor children in reading, teach life skills, serve as a positive adult role models, and perhaps most importantly, provide love and compassion.*

#### **Foster Grandparents in Montana**

##### **Billings FGP**

Director: Kathy Chaffee  
(406) 237-3485  
kchaffee@svhnc.org

##### **Cascade County FGP**

Great Falls  
Director: Darby Bigford  
(406) 454-6992  
toomanylbs@worldnet.att.net

##### **Helena FGP**

Director: Linda Kelly-Nolan  
(406) 447-1680  
lnolan@rmdc.mt.net

##### **Missoula FGP**

Director: Colleen A. Baldwin  
(406) 728-7682  
cabaldwin@missoulaagingservices.org

##### **Polson FGP**

Director: Ophie Keene  
(406) 883-7284  
ophie@cyberport.net

## **Foster Grandmother Extraordinaire: Leta “Lee” Wheeler**

*“Grandma Lee is very gentle, upbeat, positive, and encouraging to each child she works with.”*

— Gary Sorum, Reading Specialist and FGP Site Supervisor

**M**

ore than two years ago, Leta “Lee” Wheeler found herself with time on her hands and decided that she wanted to contribute something to her community. She turned to the Foster Grandparent Program, where seniors on limited incomes can volunteer 20 hours a week to help children with special needs. So began Lee Wheeler’s exceptional relationship with the Cascade County Foster Grandparent Program and the Great Falls’ Public middle schools reading programs.

Each week, Grandma Lee works with 150 children from North Middle School. She encourages all of them to do their best by helping them raise their own expectations. The children know that someone cares about them, and that they can go to Lee for help without facing ridicule. This may sound simple, but consider that these are children who face many challenges. A third are reading below their current grade level and struggling with school work, many face challenges related to drugs, alcohol and peer pressure. Others lack appropriate role models who will listen without judgment and help them solve problems in a positive manner. Lee listens to these children with love and concern, and provides the extra help they need in their schoolwork.

Lee enjoys making learning fun for the children and says she gets as much out of helping the children as they do.

Part of her success rises from the fact that Lee never asks her students to do anything that she herself is not willing to do.

In fact, Lee goes above and beyond the normal duties of a Foster Grandparent by reading the books or chapters at home that the students are assigned, then going

on to answer the questions. She states that that this helps her prepare to help the students with their schoolwork. It also demonstrates her desire to help them learn.

Because of her deep dedication, loyalty and commitment, the children of North Middle School are leaving middle school better prepared for the future. Grandma Lee Wheeler is making a deep impact on these children through her dedication and love. But Grandma Lee, who has never had children of her own, says that the Foster Grandparent Program has made *her* life worthwhile as well, because she knows that she is making a difference in the lives of the children.

— Submitted by Alana Kietzman,  
America Reads VISTA, Cascade  
County Foster Grandparent Program

**Lee saves the notes she gets from her students at North Middle School. One said, “You mean so much to me.” Another, “I wrote this poem with respect and love, God made and sent you from up above.”**

### **National Senior Service Corps**

**More than 5,100 seniors in Montana contribute their time and talents in one of three programs. Foster Grandparents serve one-on-one with more than 3,900 young people who have special needs. Senior Companions help more than 700 other seniors live independently in their homes. Retired and Senior Volunteers (RSVP) volunteers work with more than 700 local groups to meet a wide range of community needs. For more information, see [http://www.nationalservice.org/stateprofiles/mt\\_intro.html](http://www.nationalservice.org/stateprofiles/mt_intro.html)**

# Understanding Service

**L**ots of people in Lewistown admire John and Maggie Moffat. Those who know them say that the Moffats have a special place in their hearts for children and families and that they spend their time demonstrating it. John and Maggie are a team.

Service is nothing new to the Moffats. While they were students at Carroll College in Helena, John and Maggie were active volunteers. This lifelong service ethic continues to help them make a difference for children and families in Lewistown.

## High Notes for Kids

When he is not busy as the principal of an elementary school, John Moffat spends his free time on a program he started called *High Notes for Kids*. The program goal is to provide free piano lessons for kids who can't afford them. The program is income based and began two years ago with eight kids. Now, there are about 30 kids in the program and local teachers and high school students give lessons.

John was motivated to initiate the program by the sacrifice his mother made to put him through piano lessons—he considers this program a tribute to her. As an educator, he cites the research that correlates early education in the arts with greater academic aptitude. The program involves elderly community members, high school and elementary students, as well as local educators. Schools are used after hours so that children have a place to practice. John is particularly proud of the unprecedented opportunity for kids to participate in performances. The program has a great retention rate even among children whose families have not modeled discipline and practice. Rewards are plentiful, but challenges exist. *High Notes for Kids* depends on the donations that provide for such necessities as instruction books, as well as reduced cost teaching. Finding enough funding and, more lately, finding enough slots for students can be difficult. At this point, in fact, there is a waiting list.

## Mentoring Program

Maggie Moffat understands service. Over the years, she has worked as a fundraiser for youth organizations and low income families, coordinated an organiza-

tion for abused spouses in Lewistown, worked for family services as a social worker, served as a youth probation officer, a youth minister, and a social worker for the Central Montana Medical Center. Maggie now runs a private counseling practice in Lewistown.

When she noticed that local children needed more than the school counseling programs could provide, Maggie established a partnership with the Fergus High School Key Club to create a mentoring program. The program operates under an eleven member volunteer board, and has expanded to include high school students and First Bank Promise Program volunteers. These are students from the bank board and surrounding communities that include Winifred, Moore and Denton.

In the first year, 30 kids were matched with high school mentors; there are now 53. Children between the ages of four and thirteen are eligible for participation if they have experienced death, divorce or other traumatic family experiences, or if they have disabilities or mental disorders. Teens apply to be mentors, then receive extensive training on developmental stages, appropriate activities and children's special needs.

Mentors meet with students at least once a week. Once a month, everyone in the program gets together for a group activity such as discount bowling or free skating. The program includes parents as much as possible, and partnerships with such organizations as the Boys and Girls Club have helped the program grow. Local schools open their doors after-hours so children and their mentors can have more contact. Mentors consistently receive acknowledgement and are given certificates of service at the end of the year. Maggie believes that the community's passion and the volunteers' energy drive the program. She says that everyone involved grows and learns—and that they all reap the reward of observing positive change among kids.

John and Maggie are committed to service and dedicated to raising healthy children and creating strong communities. Their reward has been in knowing that they are making a real difference in the lives of Montanans.

— *Submitted by Ryan Smart, Prevention Resource Center*



## PNA Data Bites

Montana youth 12-17 years of age rank:

- 2nd for illicit use of drugs;
- 6th for tobacco use; and
- 4th for use of alcohol.

Data for the Prevention Needs Assessment Project 2002 (PNA) was collected from 19,585 students in grades 8, 10 and 12, which amounts to 53.9 percent of all students in these grade levels.

The data is intended to provide a picture that summarizes the state of Montana's youth substance use. This is the third set of data collected on a biannual basis.

For more information, visit the Addictive and Mental Disorders Division's Chemical Dependency Bureau's Drug and Alcohol Prevention Risk and Protective Factor Reporting System: [http://oraweb.hhs.state.mt.us:9999/prev\\_index.htm](http://oraweb.hhs.state.mt.us:9999/prev_index.htm)

Be watching the Prevention Connection for Data Bites from the PNA!

# George Hoff and the Knight Street Ambassadors

*"This project was mind opening. I learned about the inner working of city government that I never knew existed. I know want to continue to be involved in community projects."*

—Lindsay Bayuk, Knight Street Ambassador



*Knight Street Ambassadors at work.*

## The Leader

*Systems builder. Social activist.  
Volunteer. Board member.  
Mother. Wife. Friend.*

*All of these words describe Jan Lombardi, but they don't begin to describe the superlatives that should be attached to them. Jan is one of those rare people who sees the best in everyone, understands what systems can be, and instinctively knows how to nudge people and organizations toward their individual best without ever taking credit for their movement. Jan has been nudging, explaining, mentoring and providing guidance for the past twenty years. She has worked in the non-profit, government and business sectors, and provided oversight and assistance to many of the programs that are making a real difference in Montana. She has been active in the Helena community, served on numerous nonprofit boards and task forces that centered on issues as diverse as substance abuse, women's health, teen pregnancy and healthy communities. She is a beloved and trusted friend and an exemplary mother.*

*Lao-Tzu, a Chinese Philosopher from the 6<sup>th</sup> Century BC, said that the hallmark of the best leaders is that when the work is done, the people will remark, "We have done it ourselves." This describes Jan. We have done it ourselves, thanks to one of the very best leaders.*

—Vicki Turner and Sherrie Downing



A few years ago, C.R. Anderson Middle School teacher, Andre Anderberg, challenged her students to identify a community issue they could influence—or better yet, *fix*. This intriguing question by Gifted and Talented Specialist Anderberg sparked the imagination of seven 8<sup>th</sup> grade girls. Dubbing themselves the *Knight Street Ambassadors*, these students identified a safety issue for students who walked to school on Knight Street, the road in front of their middle school. They set out on a mission to build sidewalks on a primary school route, believing that joggers and the elderly would also benefit from having a sidewalk. If neighbors, parents, the school district and city could come together, the students thought they could solve the problem.

The Knight Street Ambassadors pitched the idea at a community meeting, and stated the advantages of new sidewalk, including providing a safe path for pedestrians, keeping pedestrians away from landscaped areas and improving the property values. Not all residents agreed, but that did not stop the ambassadors. Their plan of action meant presenting at two city council meetings, conducting a resident survey as well as a “walkability” survey for students, attending another neighborhood meeting for city officials to discuss design criteria, funding sources and neighborhood concerns, a radio announcement, and testifying before the legislature. They researched city sidewalk ordinances and safety codes and evaluated federal and state alternatives to come up with an affordable approach to getting sidewalks on Knight Street.

The students also forged many relationships, but perhaps none as important as the one they created with an elderly man named George Hoff, who soon became the official Knight Street Ambassador Grandfather. Since George is member of the Helena Citizens Council, an organization that serves as a liaison between the neighborhood and the Helena City Commission, he could open doors that allowed the girls to engage the community. He also helped them toward a better understanding of how local government operated. George arranged meetings

for City of Helena staff to help the students develop strategies, spending countless volunteer hours in the process.. One ambassador revealed that George's willingness to stick with the girls made them more faithful to the project. City engineer, Allen Cromney, also guided the students through the technical aspects of their mission, and introduced them to the vocational world of engineering.

It's been two years since the Knight Street Ambassadors developed a simple policy statement: “*Children are at great risk for pedestrian accidents.*” In the process of trying to build a sidewalk, they embarked on an amazing journey into the dynamics of public policy. They gained a basic understanding of the practices and policies of numerous entities, including federal, state and local government, community organizations, and school system. The Knight Street Ambassadors learned essential life skills by creating project plans, preparing and presenting their idea in public settings, and researching their topic.

The young women involved will tell you that it has been hard work, and that it's taken organization and dedication to create change. They have moved on to high school, but their commitment to the project remains. The original Knight Street Ambassadors have taken time from their busy class schedules to help a new set of middle school students get involved.

Based on encouragement by the Knight Street Ambassadors, the City of Helena applied for Montana Department of Transportation Community Transportation Enhancement Program funds to help finance the project. This fall, old and new Knight Street Ambassadors—along with Grandpa George—are gearing up to use these funds to get the sidewalks built. The school and neighborhood will always benefit from the vision of one teacher and her students.

Thank you one and all, Knight Street Ambassadors.

—*Original Knight Street Ambassadors: Carrie Goe, Kaitlin McLane, Katie Ferry, Lindsay Bayuk, Sarah Dogget, Amanda Opitz, Ashley Dalton and Knight Street Ambassador Grandfather, George Hoff.*

# Building Communities: Donna Marmon and the VISTAs

**D**onna Marmon is the Chief Youth Probation Officer for the 14<sup>th</sup> Judicial District, which includes Musselshell, Golden Valley, Wheatland, and Meagher counties—an area roughly the size of Maine. The rural communities where Donna Marmon works were founded on agriculture, logging, mining and the railroad. Many of the people there are cautious about outside influences, despite increases in youth problem behaviors and risk factors.

In the early 1990s, Donna Marmon noticed that most local prevention programs would run for a while, then fizzle out. She noted that very little collaboration was going on, and that most prevention efforts were completely independent of one another. Since Donna Marmon had served as a VISTA from 1991 to 1993 for the Montana Center for Adolescent Development—and as a youth probation officer—she knew that collaboration would be the key to making youth programs work, and to keeping them sustainable. Donna worked tirelessly behind the scenes to help build the infrastructure necessary to get community buy-in for a VISTA program. Donna was instrumental in bringing the first two Prevention Resource Center Americorps\* VISTAs into the area in 1996.

Working with community leaders, local VISTAs set up youth task forces. Their

munities to a system in which youth and families would take control of their own destinies. Their mission was to implement efforts that would reduce teen pregnancy, child abuse and neglect, youth violence, youth use of alcohol, tobacco and other drugs, and school dropout.

VISTAs challenged the communities to move away from fragmented delivery and duplication of services toward integration of planning and services. They helped build support for the concept of prevention and promoted involvement in planning appropriate programs and strategies. They also helped the community screen and train volunteers.

That first year required lots of effort and patience, but Donna and the VISTAs managed to build trusting relationships with each community. By year 2000, seven VISTAs had served in the counties. They had secured many grant resources that allowed continuation of their many accomplishments, some of which include:

- Neighborhood watch program;
- Youth peer court;
- REAP, an after-school mentoring/reading program;
- Partnership for Youth collaboration;
- Youth drug court;
- Community-wide participation in Make a Difference and Martin Luther King days; and
- A food bank.

## **The overall prevention goals of the 14<sup>th</sup> Judicial District VISTA project were to:**

- 1) decrease incidence of delinquent and problem behavior,**
- 2) develop a means of assessment, evaluation, tracking, and measuring progress, and**
- 3) maintain a fully self-supporting prevention coalition in each of the four counties.**

goal was to make a positive difference by training caring adults to work with and educate youth and their parents. Their vision was to change the norm in the com-

Through Donna's leadership and her commitment to service, many rural Montana communities have become stronger. Donna and the VISTAs have succeeded in creating a positive environment for building common ground, and have helped communities engage and mobilize to solve their own problems in productive, healthy ways. Donna's efforts reflect a tremendous commitment to giving. She has made service a central part of her life, and her efforts have created a legacy that will live on to continue touching lives for a long time to come.



## **PNA Data Bites**

*In the 2002 Prevention Needs Assessment, a total of 44.5 percent of students between the ages of 12-17 reported using alcohol within the past 30 days. This equates to 39,300 youth between the ages of 12-17.*

## **OF THOSE REPORTING ALCOHOL USE:**

- 41% reported using 1-2 times
- 23% reported using 3-5 times
- 15% reported using 6-9 times
- 11% reported using 10-19 times
- 4% reported using 20-39 times
- 6% reported using 40+ times

*For more information on the PNA, contact Pete Surdock, Jr., Project Director, at [psurdock@state.mt.us](mailto:psurdock@state.mt.us)*

*For more information, visit the Addictive and Mental Disorders Division's Chemical Dependency Bureau's Drug and Alcohol Prevention Risk and Protective Factor Reporting System: [http://oraweb.hhs.state.mt.us:9999/prev\\_index.htm](http://oraweb.hhs.state.mt.us:9999/prev_index.htm)*

# From Threshers to Thrashers

Gratefully excerpted from a story by Joyce Riha Linik

*"If it weren't for the skateboarding club, there were quite a few of these kids who would have gotten in trouble. Parents have said that they never used to know where their kids were. Now, parents know they're at the skate park."*

—Anna Epp, adult volunteer and "Skate Mom"



When the local newspaper ran a story about a group of kids who had nowhere to practice their sport, few local residents sympathized. Some were downright relieved to see the issue aired. After all, hadn't they seen these kids careening through the local supermarket parking lot, narrowly averting disaster as they dodged shopping carts and cars? Hadn't they seen them grinding down the walkway at the courthouse, bouncing off the marble benches and endangering the safety of innocent passersby? And hadn't these kids done so in defiance of posted signs outlawing skateboarding in public areas? No doubt about it, skateboarders were a bad lot.

But where some saw trouble, Kirk Astroth saw opportunity. Astroth saw kids who needed a safe place to go after school, a place where they could get positive messages and support, a place where they could belong. Astroth, Montana State University's Extension 4-H Specialist, had spent years working with and researching youth programs, and was confident that a positive after-school environment could have a positive effect on these children. He had a great deal of anecdotal evidence to support this belief, and it was evidence that would soon be backed up quantitatively through an extensive study on the effects of after-school programs, specifically 4-H, on Montana youngsters.

The study, conducted by Astroth and his colleagues during the last two years, involved surveying more than 3,000 students in fifth, seventh, and ninth grades. The results were clear: Kids who participated in after-school programs for at least a year were more likely to succeed in school and less likely to engage in risky behaviors than those who did not participate in such programs. 4-H kids, in particular, were more likely than nonparticipants to get better grades, become leaders in their schools and communities, and get involved in service projects. 4-H participants were also less likely than other kids to shoplift or

steal, use illegal drugs, ride in a car with a drunk driver, damage property just for the fun of it, skip school without permission, or smoke cigarettes.\*\*

When Astroth saw the newspaper story about the young skateboarders without a place to skate, he came up with a plan. If these kids would join 4-H, he could offer them one of the empty exhibit halls at the county fairgrounds once a week so they could come in and skate to their hearts' content. But the project couldn't be just a whirring, grinding free-for-all. To carry the 4-H label, the project would have to provide a safe environment with positive adult role models and offer educational opportunities for participants. And the kids would have to help "rent" the space from the county by engaging in community service—helping keep the grounds clean and free from trash, for example.

"All of our programs must be educationally sound," says Astroth, who decided that Bozeman's skateboarding club would require a curriculum. If kids could be taught how to play football or how to ski, why couldn't they be taught the rudiments of skateboarding—things such as how to turn, how to stop, and how to fall safely? Astroth took the first stab at writing curriculum guidelines, then solicited help from skateboarders Travis Bos and Jeremy Adamich, two college-student volunteers who were helping set up the program. Local skateboard shop owner, Jay Moore, and some of the older members of the club also assisted. The result is an impressive 36-page guide to skateboarding that was published in 1998 with help from the Turner Foundation. The guide is available for sale from Gallatin County 4-H. To date, copies have been sold in 35 states.

The skateboarding club succeeded in getting kids off the street—some literally—when the doors to that county fair exhibit hall opened to skaters in 1997. As the club

## Please note the following correction:

Paragraph eight of the article entitled, 'The Role of Social Norms Marketing in Policy Development,' by Jamie Cornish, published in the Summer 2002, Prevention Connection Newsletter (Vol VI, Issue 2: Policy, p 18) should have read:

*"The U.S. Centers for Disease Control and Prevention in cooperation with 19 states and the District of Columbia conducted a study in year 2000 to measure support for smoke-free indoor work areas. The results of the 2000 Behavior Risk Factor Surveillance System show that 81% of adult Montanans favor no smoking in indoor work areas. (And add) The proportion of adults who work primarily indoors and reported an official workplace policy that no smoking was allowed in indoor public or common areas and work areas was the highest for Montana (83.9%) of the 20 states surveyed."*

Further information regarding BRFSS data for Montana can be obtained from: Joanne Oreskovich, Ph.D., Montana BRFSS Coordinator, phone 406-444-2973 or e-mail joreskovich@state.mt.us. Information about Montana's Tobacco Use Prevention Program can be obtained from: Georgiana Gulden, Program Manager, phone 406-444-9617 or e-mail ggulden@state.mt.us.

## From Threshers to Thrashers

*Continued from Page 22*

expanded and developed its extensive course in the sport of skateboarding, it has attracted a diverse group—some former 4-H'ers who had raised rabbits or participated in archery, some who belonged to other after-school groups like Boy Scouts or intramural sports, and some who were not "joiners" at all.

The only problem was, the skateboard club was only open on Tuesdays. It wasn't nearly enough. That's when the group came up with the idea for a city skate park—a place where they could go outside of club night and practice their sport. The adults involved in 4-H gave the kids the guidance and support to go after their dream. Together, they came up with a proposal for a city skate park and took it to the city council. To garner support for the project, they made presentations around town—to the city commissioners and to the county, to the Turner Foundation and to local adult groups like the Lions. The kids also made their plea to the public.

They finally got city approval to move forward with plans to build a 150-by-50-foot concrete skate park in Kirk Park, a 12-acre green space off Main Street. And over the next two years, they raised enough money and material donations to build an \$80,000 city skate park. The park opened in the fall of 1999. Clearly, the skateboarding club has turned out to be far more than just a place to go, far more than just an after-school PE class.

Academic performance is improved by participation in such projects, a fact documented in the MSU study. Astroth says that just as after-school programs support what's going on in the classroom, "schools need to support after-school programs. They need to cultivate and nurture them," since it's in the best interest of the kids. It's a win-win situation.

To create more support for well-designed and effective after-school programs, Astroth has been instrumental in developing the Montana Collaboration for Youth, composed of 10 statewide youth organizations: 4-H, Boy Scouts, Girl Scouts, Big Brothers/Big Sisters, Boys and Girls Clubs, YMCA, YWCA, the Montana Council for Families (the state affiliate of Prevent Child Abuse America), Healthy Communications/Healthy Youth, and the Montana Recreation and Parks Association. These or-

ganizations are not in competition as some might think, Astroth notes, but instead have common interests and goals. By banding together, they hope to create a single, unified voice to attract more resources for youth programs.

**\*\*See the results of the MSA/4-H Study at [www.montana.edu/www4h/4hsurvey.pdf](http://www.montana.edu/www4h/4hsurvey.pdf)**

Source: *From Threshers to Thrashers* by Joyce Riha Linik. NW Regional Educational Laboratories. Summer 2002. From Threshers to Thrashers. <http://www.nwrel.org/nwedu/2002sum/threshers.html>

*To learn more about the Montana Collaboration for Youth, Advocates for Positive Youth Development, see [http://www.mt4youth.org.futuresite.register.com/\\_wsn/page3.html](http://www.mt4youth.org.futuresite.register.com/_wsn/page3.html)*

## The Heroes Quiz

### The Charles Schultz Philosophy: *Who Makes a Difference in Your Life?*

Take this quiz:

1. Name the five wealthiest people in the world.
2. Name the last five Heisman trophy winners.
3. Name the last five winners of the Miss America contest.
4. Name ten people who have won the Nobel or Pulitzer prize.
5. Name the last half dozen Academy Award winners for best actor and actress.
6. Name the last decade's worth of World Series winners.

How did you do? Not too well?

These are no second-rate achievers. They are the best in their fields. But the applause dies. Awards tarnish. Achievements are forgotten. No one remembers yesterday's headlines.

Now try this quiz.

1. List a few teachers who aided your journey through school.
2. Name three friends who have helped you through a difficult time.
3. Name five people who have taught you something worthwhile.
4. Think of a few people who have made you feel appreciated and special.
5. Think of five people you enjoy spending time with.
6. Name half a dozen heroes whose stories have inspired you.

Easier?

The people who make a difference in our lives are not the ones with the most credentials, the most money, or the most awards. They are the ones who care.

# Governor's 2002 Awards for Civic Engagement

**T**he Montana Commission on Community Service established the Governor's Award for Civic Engagement to honor individuals for their efforts to engage their communities and achieve results that truly affect state or local ways of life. The award is granted for extraordinary endeavors in civic engagement, community service and volunteerism.

**Tyler Jared Zoanni's** favorite quote is taken from the character Yoda in Star Wars: "Do or do not: there is no try." This 16-year-old Sidney High School junior does more than try: he has enhanced many lives and serves as a role model for all ages. He volunteers through dozens of community agencies, is President Elect of the National Honor Society and participates as a member or officer in numerous school ac-

tivities. Tyler Zoanni continually demonstrates his compassion and commitment to improving the quality of life for others.

**Dawn North** of Helena has offered years of service through the Prickly Pear Land Trust, the Last Chance Public Radio Association, the Helena Open Land Management Committee, and the Helena Citizens' Council. With Church Women United, she helps provide shoes for needy children. She's devoted time to Camp Huffle-Puff, and she mentors, tutors, and runs a basketball camp for kids. Her efforts transcend boundaries: she's also led foreign exchange visits to other countries through the Friendship Force.

**Verne Brown** has volunteered 25+ hours a week to the Butte Emergency Food Bank for the past five years, taking responsibility for planning, ordering and distributing the food, as well as recruiting, training and supervising 30+ volunteers. Verne

leaves a significant legacy of service through his work with addicts and young people trying to pull their lives together despite difficult circumstances. Many go on to say that volunteering at the food bank became the one positive thing in their lives, thanks to Verne.

This year alone, **NorthWestern Energy** employees and retirees have reported over 14,000 hours of volunteer time in Montana communities. The company recognizes these efforts through *Dollars for Doers*, which has recently translated into \$22,750 in donations. This year, employees and retirees have given over \$25,000 to schools, colleges and universities, and \$86,000 to United Ways of Montana—donations matched by their company. This dedicated team also donates hundreds of pounds of food and provides Christmas gifts every year for needy families and individuals in nursing homes, youth homes and hospitals.

For more information, see <http://www.discoveringmontana.com/mcsn/>

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